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THE
LIBRARY BUILDING

—OF—

The Ohio Wesleyan University

1898

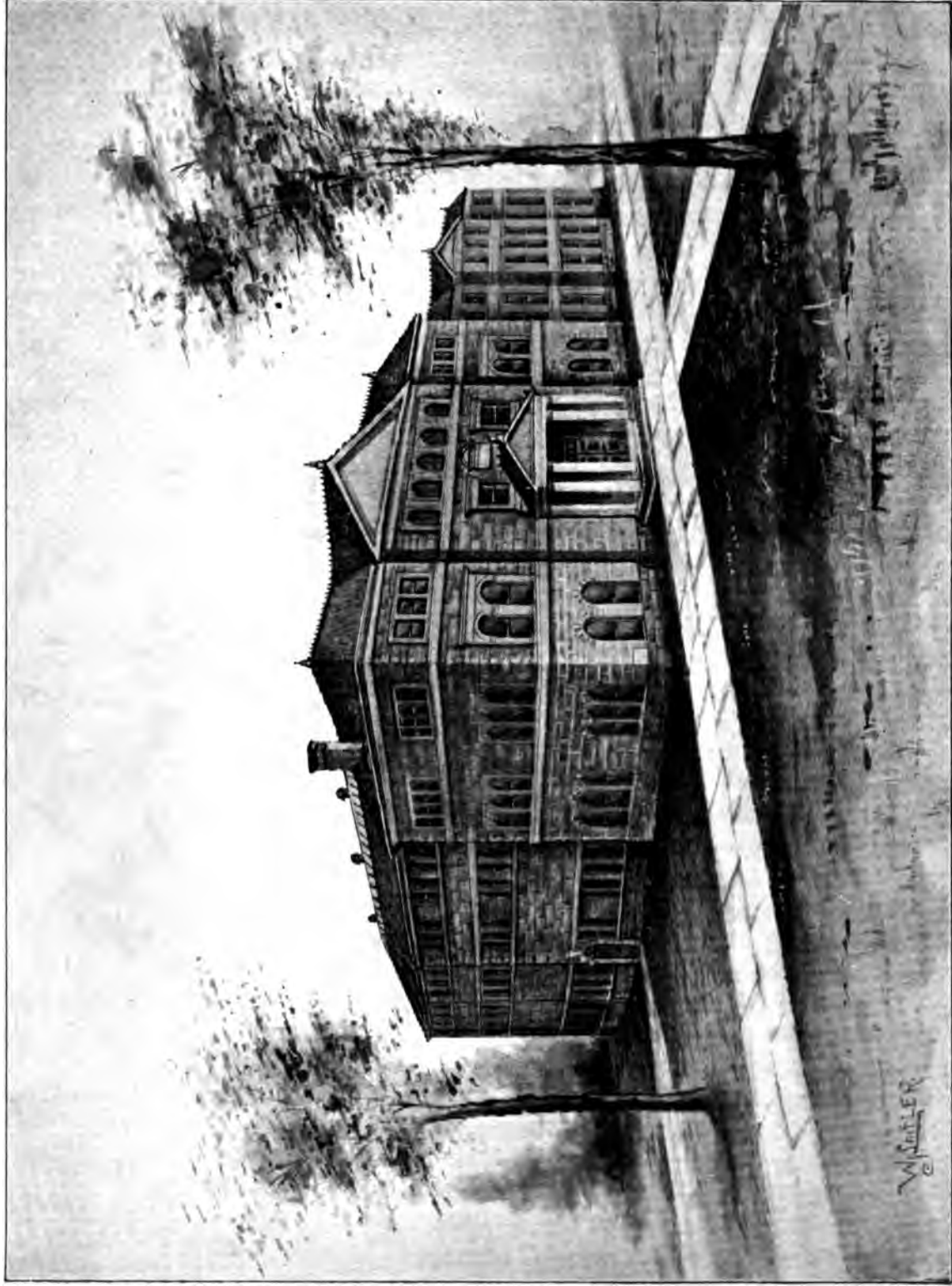


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1900.

JUN 19 1900

From the Ohio Wesleyan



THE CHARLES ELIHU SLOCUM LIBRARY, LOOKING SOUTH-EAST.

INCEPTION,
DEDICATORY ADDRESSES,
AND
DESCRIPTION,
OF THE
Charles Elihu Slocum Librar
FOR
The Ohio Wesleyan University
To Which is Added a Sketch of the
History of the University.

June 20th, 1898.



THE CHARLES ELIHU SLOCUM LIBRARY, LOOKING SOUTH-EAST.



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Introductory.

The following is the substance of a letter written after a brief conversation regarding the interests and needs of The Ohio Wesleyan University, and presented to the secretary named therein as a surprise:

DEFIANCE, OHIO, August 8th, 1894.

To the Trustees of The Ohio Wesleyan University.

GENTLEMEN:—I hereby tender to you, through your Financial Secretary Rev. John M. Barker, the stock described on the accompanying paper, valued at the sum which he thinks sufficient for the erection of a desirable and satisfactory library building on the main campus of the University at Delaware, Ohio.

Sincerely yours,

(Signed) CHARLES E. SLOCUM.

The tender of this fund was immediately and thankfully accepted by the Executive Committee of the Board of Trustees for the purpose named; and Dr. Slocum was requested to act as chief for the selection of plans and for the construction of the proposed building, with Rev. John M. Barker as assistant.

Due consideration was given to the choice of site by the Executive and Building committees, and the study of plans went on apace. At the next meeting of the Trustees the report of a special committee appointed for the purpose, was unanimously adopted as follows:

THE OHIO WESLEYAN UNIVERSITY, June 20, 1895.

To the Board of Trustees.

Your committee to whom was referred the subject of Dr. Charles E. Slocum's tender for a library building fund is glad to discover that the Executive Committee has already spread upon their minutes a suitable recognition of Dr. Slocum's beneficence. The importance of the gift, however, suggests to this committee the formal recognition by the full Board of the wisdom as well as the generosity of Dr. Slocum's offer.

The library sustains much the same relation to the other college buildings that the brain sustains to the other members of the body. A well equipped library is not simply the much coveted luxury of certain professors in the college; it is a necessity to all progress in thought and to every department of the University conducted in accordance with modern

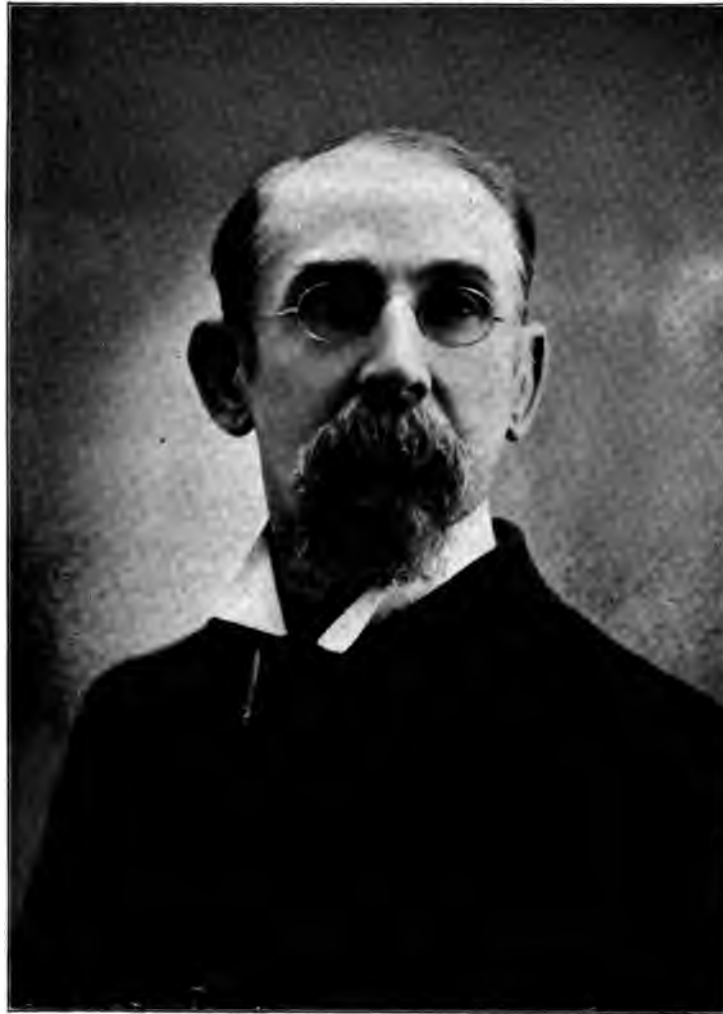
methods. All friends of our University have recognized her great lack of large and increasing collections of books relating to the various subjects under investigation. They have also recognized the impossibility of securing either large libraries by will or large gifts for libraries, so long as our books are kept in a building known to be exposed to the ravages of fire. As proper library buildings for other universities and colleges have resulted in a very rapid increase of books, so we confidently anticipate that Dr. Slocum's generous gift of a noble building, entirely fireproof and with all the modern improvements, will result in quadrupling the volumes in the library in the decade after its completion. The wise generosity of Dr. Slocum will thus enrich every department of the University.

We rejoice, also, in the central site selected for the building by the committees. It nobly corresponds with the central functions of a library in the University.

In the beautiful reading rooms of the commodious structure may increasing thousands of our young people for countless college generations receive from the noble and wise, of all preceding ages, wisdom and inspiration to guide them safely through the earthly life and to help them to lead their less fortunate brothers and sisters to the unerring Teacher and the everlasting home.

(Signed) JOHN M. NAYLOR,
CHARLES FOSTER,
JAMES W. BASHFORD.

Ground was broken for the library building with some formality October 15th, 1895, and the foundation walls were built to the surface of the ground that year. The corner stone was laid May 14th, 1896, without public exercises, and the walls of the superstructure were laid and covered, partly with a temporary roof, before the coldest weather of winter came on. The permanent roof was finished in the early summer of 1897, and the building was ready for the removal of books June 18th, 1898.



CHARLES ELIHU SLOCUM, Ph. D., M. D.

DEDICATORY EXERCISES.

The dedicatory exercises were held Monday June 20th, 1892 o'clock p. m., in the University Auditorium, Gray Chapel. adjoining the Library Building, before a large audience. Prayer was offered by Rev. Leroy A. Belt, D. D., after which

CHARLES E. SLOCUM, PH. D., M. D.,

The donor, spoke as follows :

Mr. President and other Members of the Board of Trustees :

Inasmuch as my subject possesses features of a personal nature I trust you will pardon me if my remarks are somewhat personally flavored.

From an early age my appreciation of a good library has been very high. About twenty years ago I became particularly interested in the subject of library architecture with a desire that someday I might see a structure of the character of this library building now ready for occupancy, as the result of my own earnings. Many libraries, large and small, were visited with added interest on account, both in this country and in Europe, and literature on library buildings was accumulated.

The twenty-seventh anniversary of my taking up residence in Ohio occurs next month. Students at this school were among my first acquaintances in this State; and from that day to this I have been in close business and social relationship with men and women who were educated here, and long ago I recognized the fact that good work has been done here in both moral and mental lines.

With these facts before you it will appear to you natural when you announced, about four years ago, the necessity for a library building on this campus, and when the need and urgent demand for such building became known to me—although up to that time I had not visited Delaware—the fund desired by you for such purpose

was placed at your disposal by me August 8th, 1894, within a few minutes after my first meeting your secretary, following the announcement.

From that day new interest attached to my architectural enquiries, and during that fall and the following year many additional libraries were visited. Your secretary likewise added to his former studies of the subject. According to our outlines floor plans were drawn by architect Sidney R. Badgley, of Cleveland, and were sent by us to twenty-five librarians, leaders in their profession, for their criticism and suggestions; and thus after much deliberation and earnest efforts to avoid faults and errors discerned during our visits elsewhere, and cautioned against by practical librarians, the plans for this structure were crystallized,—our chief aim being to get a building that would be wholesome in its ventilation, light, and other appointments; also strong in its walls and floors, secure against fire, and convenient for administration.

It is not desirable at this time to enter upon the story of this building's construction, nor to mention the causes leading to the very material increase of its cost. Suffice it to say that the pleasure of this hour is clouded by the remembrance that an experienced roofer, William Newland by name, purely in an accidental way, made a misstep and fell to his instant death. And, further, from the want of efficient care by trusted persons who were supposed to be competent, and well interested and informed regarding the plans and the proper construction, faults were admitted to the structure which lowered it from the standard I had raised. I am painfully conscious that faults will become manifest to you as you walk about and study the building, and that there are other faults covered from view.

In passing through the building you will notice that the plans do not embrace any alcoves, and that no provision has been made, by separate rooms or in other ways, for the storing of private library donations, or gifts of miscellaneous books, together; and I advise against the acceptance of any and all such gifts with this requirement. The value and convenience of a library are best promoted when the worthy librarian is left free to exclude, for exchange or sale, unnecessary duplicates, and free to place in their proper classification arrangement all other books brought to his care.

Books are wanted by donation, or, far better, for the purchase of books needed according to the financial committee on selection; and in this way all people get a place for their money; students of all classes and individual memorials that may far outlast any that might be erected on the campus,—and the purchased book-plate, containing the name of the individual donor, will remain as the best remembrance.

Regarding the size of this building, and the cost of an institution of this character, much of significance has been said; and these questions have not been passed without mentioning this structure.

The practical book needs of undergraduate students are relatively small. In addition to the text books, books elucidating the studies in hand and, above all, the apt instructors, will generally be thought of as conservative and thorough tendencies. Provision for the convenience of undergraduates, and ample accommodation necessary for their use, have been made in the Library Room.

But this Institution aspires to more than undergraduate work. It has already done more, and its friends believe that when the true University will here be an established and developed along all the practical lines of undergraduate and advance work. Here comes the need of a constantly increasing number of books of higher grades. Provision has been made, in the arrangement of seminar rooms on the third floor, for the accommodation of working libraries special to this graduate, advanced study work proper.

It may be conservatively asserted that the present day is doing the best work of all history. New books are being produced each year and, in many cases, new editions are fast supplanting the former. The library well abreast of the progress of thought and science, periodicals will accumulate in greater numbers than

Provision is made for this accumulation in the stack rooms of the wing.

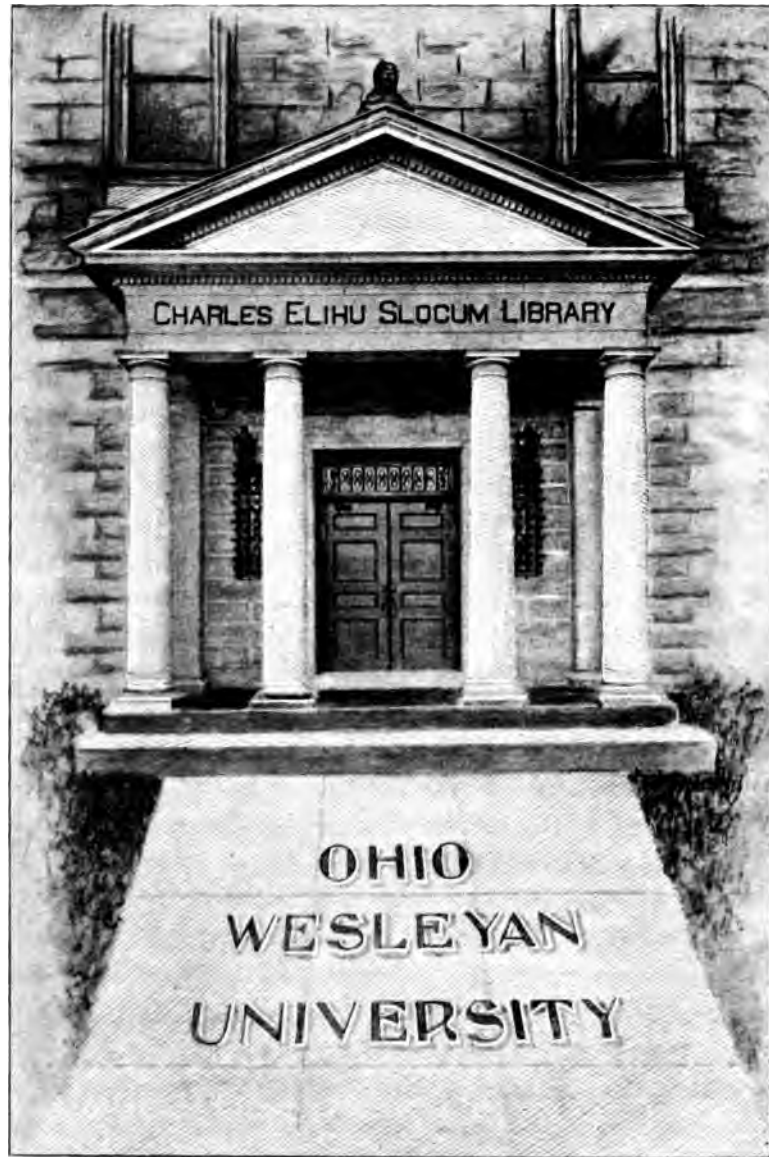
With large space vacant in the stack rooms the temptation may be strong with some to invite the donation and purchase of books promiscuously ; more to fill the vacancies or to possess a large library, than to meet the real need or utility. Nothing could be more detrimental than such course both to students and library for several good reasons, among which are the pernicious habits it would induce and the unenviable reputation the library would acquire. There is such great truth and force in the simple statement, that it is not the number of books which bespeaks the great or good library so much as the careful circumspect choice of the books placed upon its shelves, that it is the mark of wisdom to keep this sentiment constantly in mind as a practical working ideal in the accumulation of books. The first, and the greatest, need of every library is that of a critical, exacting, and efficient committee of censors to decide what books are worthy to be retained. Books are so numerous on most subjects that they can be properly classed only by comparatives; and library authorities best consult the interest of all who are most concerned by not being content in excluding simply the bad and indifferent, but by exercising in all cases the desire, and strenuous efforts, to procure and retain only the best of those worth preserving. The far-reaching and wholesome results of such circumspect care will well and manifoldly repay the time and efforts necessary for their accomplishment. Room is wanted in such buildings for increase in number of students and for wholesome increase in number of books, and for their proper care, and it was our desire to supply sufficient room for many years to come.

Being of your number I may be permitted to state, further, that the library, in the true sense, is a department of the University, and the chief department. It is the central department, from which all the other departments derive mental sustenance and precision for their work, and their development. It follows, therefore, that the worthy librarian, as the head of this most important department, should be not only the most erudite of the University's officers, but the most wise and practical as well,—a professor of bibliography in its full modern signification, and a worthy executive member of the

committee of censors who write the necessary *Inhibitorum*. The students of all classes need his complement that of their professors,—in fact he is as the library oracle for both professors and students; therefore, from several reasons that such a necessary officer should be employed and fully installed before the building is occupied by books or students, and that his assistance in culture and experience, and sufficient in number to prevent undue clerical care and annoyance. To quiet accommodations have been provided by a library administrative center of the building on the second floor and an exhibition class room on the first floor.

In aid, and as a part, of the continuous effort put forth to avoid mistakes in the planning and construction of the building, much counsel has been sought from various sources. To all those friends who have contributed in any way to the building as good as it is, my sincere thanks are presented.

Gentlemen, Trustees, this library building is now ready for occupancy. I present to you the keys, and intrust it to your kind care, giving it freely and gladly for the use of Wesleyan University, with the prayer that the blessing of God may descend upon it, and abide with it.



THE FRONT ENTRANCE.

HON. WILLIAM LAWRENCE, A

A Trustee of the University, then read the
*Dr. Charles E. Slocum, and Friends of The
sity :*

To me has been assigned by the Board
Wesleyan University, the pleasant duty on



HON. WILLIAM LAWRENCE, A. M., LL. D.

whose name, whose generosity, whose Ch
Library will commemorate through the a
to all who read the history of the Univer
better, and more enduring than marble or l
memorated in the life, character and servi
advantages and blessings, and in the inf
generation that is, and the generations tha

On behalf of the Trustees of the Univer
cum their thanks, their gratitude, and their
noble Christian purpose which he had in
means which made possible the erection of
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And now and here, it may be proper I trust, to present some considerations on:—

I. *The Utility of an Ample Library to Professors in the Colleges and the University.*

II. *Its Utility to students.*

III. *And some requisite qualities and qualifications of a Librarian.*

PRELIMINARY REMARKS ON THE MULTITUDE OF BOOKS.

It is indeed true that "to the making of books there is no end." So far as science, art, technology and mechanical ingenuity are concerned, there never can be an end, because finite mind is progressive, and there is a boundless field open for its advance in the acquisition of knowledge and skill. A learned scientist when asked how much of attainable scientific knowledge had been reached answered "possibly three per cent.,"—ninety-seven per cent. yet to be explored before we reach the real *ne plus ultra*. As yet we have not reached the Pillars of Hercules. There is a limit to the history of Nations and of facts, but as yet there is no limit to research in any field of science or art, nor to skill in mechanism. Each year of progress exposes some error of the past, and enlarges the sum of human knowledge. In this respect the popular, though not the scriptural, construction may be said to be true of the danger of writing books, as found in the lament of Job, O, that mine adversary had written a book. Job, 31:35. It would be open to attack, its errors would be exposed, but in the conflict of mind with mind a spark of truth might be evolved even as by the friction of steel with flint. "Mine adversary" has been writing books commencing with the dawn of civilization—long before the art of printing—and even yet the need of more books, of greater advance in science, in art, in all that pertains to human knowledge and skill, is greater than ever before. "Good the more communicated, the more abundant grows." The unnumbered volumes that have been, and are to be, on these subjects, embody the history of the learning and ignorance, the wisdom and unwisdom, the correct and imperfect knowledge, that have been and yet exist. They simply mark the pathway of human progress. A knowledge of what has been is essential to reach the

higher knowledge that is to be. It is the Macadam way to reach the as yet unknown. Watts says

Books are a sort of dumb teachers.

But they are not always dumb; they speak when neither conceal their mistakes, nor make hypocritical knowing more than they tell. Milton says, A generous blood of a master spirit embalmed and treasured to a life beyond a life. Let no one then be alarmed of books useful in their day and generation.

I. *And now what of the Library to the College Professor?*

1. The Professor generally teaches from text or some other person has written. The text book is a view of a given subject. He writes from what others say and from his own observation, his experience, his learning and his reasoning on the subject. The College professor who accepts the text book as correct, or as authority on a given topic, like the moon simply reflects or like the parrot reflects a borrowed voice,

Vox et Præterea nihil.

The student may sometimes be dull of apprehension but may have latent and ample talent. He needs explanation of the book. He may have a talent without which no one is great—a talent for discussion, even for controversy, but without a reason for what is written, or present an objection. The Professor should be able to meet all these conditions. He should not do unless he has more than studied the text book; he should have explored the sources from which it came, studied the authorities to which its teachings rest, and the reasons and evidence to support them, and even be able to meet differing views in controversy. He should be able to give the history of any science, and to present all sides of differing views, and be urged for and against each.

2. The Professor may be met with questions to which he can not answer. It is safe to say that no one can tell, or even know, all that has been and is known on any question. In this condition, the Library is a refuge to be opened, a mine to be worked, *a tabula in naufragio*.

failure. It may require courage to say, I can not now answer the inquiry, I will examine the subject and then give you my views. But true courage is honest, and truth is courageous. The most learned theologian can not answer every theological question that may arise, or always be ready to state what the various authors have written. No lawyer has ever yet been able off hand to answer every question that may be presented for an opinion. If he is wise as lawyers should be, and honest as good lawyers are, he will frankly say, I will examine the subject and then give an opinion,—for the proper *quid pro quo*.

3. And here the next best thing to knowledge, is to know where to find it. A part of the learning of every theologian, of every lawyer, of every college and university professor should be to learn the bibliography of all that relates to his profession or vocation. He should at all times know where to find knowledge. Unless he does this he lacks one of the essential elements of success. Special instruction should be given on libraries and the proper methods of using them. Bishop's *First Book of the Law*—designed for students commencing to study the science of law—contains a useful but limited legal bibliography.

4. To the college or university professor the library should be more than a thesaurus of learning. He should not only have knowledge and know where to find more in the library, but it should be an agency to teach the habit or practice of, and aid and enlarge the capacity for, investigation. The professor should be an investigator, as well as learned in his field of usefulness. He should impress upon pupils the necessity not merely of acquiring knowledge, but of investigating subjects in all their bearings. "Special instruction should be given in methods of investigation. It is due to the public, in this age when libraries are exerting so great an intellectual and moral influence, that young men should come from college thoroughly trained in their value and use." "Reading makes a full man, writing an accurate man, and speaking a ready man," but investigation makes a great man. Take nothing for granted, "try all things, hold fast that which is good." Think, think, think, study, study, study.

"Seize upon truth wherever it is found,
Whether on heathen or Christian ground."

5. The library is by no means the antagonist of the text book,

if the text book has real merit; if it has no merit it needs an antagonist. The library is the text book's "generous rival and helping where it fails and leading and aiding where it fails. Here then, in THE CHARLES ELIHU SLOCUM LIBRARY BUILDING the University is to have a depository for treasured learning and in form the part of co-worker—an aid to text books and professors.

I do not know that I can better illustrate the value and the necessity of an abundant library, than by a reference to a recent, learned and magnificent eulogy on Ohio delivered on that day in this Chapel by Rev. James W. Bashford D. D., President of this University. It gave us, as in a panorama, a splendid view of Ohio for a hundred years, a view of the development of her resources and of illustrious men whose military and civic and religious and scientific achievements have adorned the pages of our history, and advanced the cause of Christian civilization. It embodied the searches of years in hundreds of volumes and was indeed a splendid presentation, unsurpassed by the grand historic eulogy pronounced by Webster on the State of Massachusetts. We would study more in detail the history of the resources and men of Ohio and their achievements will find in an ample library the means of verifying the facts presented by Dr. Bashford, studying more in detail and at large the multitudinous facts presented with such wonderful accuracy and with "thoughts that breathe and words that burn."

II. *The Utility of the Library for Students.*

1. Much of what has been said of the utility of libraries in college and university professors, equally shows their utility to students.

2. We speak of students as a class of persons in attendance at a college or university for the purpose of study and of receiving instruction. In a larger sense all men are or should be students continuously during life. All men should study and receive instruction at all times when practicable, and to the fullest possible extent. But there are some suggestions that may be especially pertinent and applicable to students at the college or university in reference to the library.

3. A young man from the country or village school commencing his career in the college may feel that there is

measureable distance between him and his instructors. This feeling he should soon outgrow. The distance is not immeasurable. He should soon learn that, *labor vincit omnia*. And he should feel what Horace taught

Nil sine magno;

Vita labore dedit mortalibus.

The student should be inspired with the idea "what men have done men can do." The common law is but "the gathered wisdom of a thousand years." All book science is the gathered wisdom of the centuries. With the aid of the gathered wisdom of the past, men should now be able to do more than men have done. Let no young man be discouraged or appalled as he looks upon his preceptor, or a great library.

4. The student should be aided to select the choicest books for instruction on any particular subject, and having learned how to find other cognate knowledge in other books, use them as occasion may require for reference and as aids. These he can employ to secure the highest attainable knowledge on subjects essential to his chief life purpose to which, and the learning connected with, his motto should be *multum non multa*. The way to avoid being appalled at the world of books is to learn how to use a library to the extent necessary, and when and how its use may be necessary. There is skill in partaking of only a needed amount, and of proper varieties, of a bountiful supply composed of a great number of articles of food.

5. There is method in the use of a library as well as in the pursuits of life. "A young man equipped with a good method is far more likely to become a real scholar, than one who has attempted a much wider range of study under instruction, but has not learned to instruct himself." Self reliance, courage in the pursuits of knowledge, a determined purpose never to ask for knowledge that can be worked out without asking, these are requisites for great success. The student should seek knowledge and learn how to use it.

6. He should strive to be an investigator as well as a student, a thinker as well as a reader, and added to all this he should endeavor to cultivate practical executive ability as well. To such the library opens wide its door of instruction and aid. In it is treasured instruction in the elements of success. In making investigations

on any given topic the student should, when occasion
"exhaust the subject" and know all that can be known
of acquiring only a superficial knowledge leads to
certain to be exposed. Whatever is studied for practice
be studied thoroughly. The library is an aid for these
essential branches of learning it may be said

"A little learning is a dangerous thing,
Drink deep or taste not the Pierian spring."

The quack doctor, the pettifogging lawyer and the student
tist, are dangerous, disgraceful failures. The student
accept an *ipse dixit*. He should know the reason
principle rests. The maxim is true that

Qui haeret in littera, haeret in cortice.

Here again the library opens wide its doors to enlighten
standing and guide the judgment.

III. *A Library of suitable size for a University
cal Librarian.*

1. The utility of a library depends largely on the
knowledge of the librarian. He should be endowed
liber in modo. A student may become discouraged in
and then he needs to be encouraged by the librarian.
savviness in his manner and a real interest in the success
with all necessary aid to achieve it.

2. The librarian should know the names of the
cation and the subjects therein discussed. But he who
than this, can not render adequate aid in making a list
students. He should know something of all the books
subject and their relation to each other. A few weeks
Washington city. I visited again the Government Library
grand in its architecture, gorgeous in its ornamentation
tory of nearly a million volumes. I incidentally met
A. R. Spofford, who for a generation was Librarian of
monument was about to be erected in Mecklenburg
Carolina, to commemorate the signing of the Mecklenburg
of Independence, antedating that of July 4th, 1776. I
had in my library Jones' *Defense of North Carolina* and
with much interest, especially that part of it which treated
controversy over the genuineness of the Declaration, so
signed by Thomas Jefferson. He proceeded at once to give

of historic men who had participated in the controversy, what John Quincy Adams said in his *Diary* on the subject, and to point out the books and pamphlets in the library pertaining to the controversy. According to Jefferson the monument will represent a monumental lie, while according to the *Defense of North Carolina*, Jefferson is in part stripped of the glory of authorship of the Declaration of July 4, 1776. To the student of history such librarians as Spofford could make a revelation and impart information that years of research might fail to discover. Horace Greeley, learned as he was on political and other questions, was once asked for information on some subject when he answered, I don't know, ask Spofford. It is manifest that the value of a library will depend much on the knowledge of the librarian.

3. A librarian who is prepared specially by education for the work, and shows a special fitness for it, commencing at an early age, and keeping pace with all new books that may be or should be added to the library, should be retained in service until changed by reason of declining years or other adequate cause.

4. Much might be said as to what books a university library should contain. But time will not permit me to discuss this. The librarian should be learned in the needed books and advise accordingly. My remarks I fear are extended too long, but some justification may be found in the great importance of the subjects discussed.

5. Finally, I congratulate all who are or may be connected with this University, and all who are or may be its patrons, upon the erection of THE CHARLES ELIHU SLOCUM LIBRARY BUILDING, as another grand addition to the University Buildings.

6. The time is at hand when Christian civilization and Republican institutions will be imperilled if any part of the higher education of our country shall be continued in the control of secularizing State Universities. These may have a field of usefulness in aid of agriculture and the mechanic arts, and in enlarging industrial technology now greatly in need of State aid. With Denominational Institutions in control of Higher Education and State Institutions in aid of Industrial instruction, the Republic, and Christian civilization, and the growth of National and industrial wealth, will go hand in hand, co-workers for God and Humanity, bearing aloft a banner inscribed

“CHRISTIAN CIVILIZATION, INDUSTRIAL PROSPERITY,
THE PERPETUITY OF THE REPUBLIC,
THE FATHERHOOD OF GOD, THE BROTHERHOOD OF MAN.”

REV. JAMES W. BASHFORD, PH. D., I

President of the University, spoke as follows :

Doctor Charles E. Slocum.

The members of the Faculties, and the Studer Wesleyan University sincerely thank you for your in providing THE CHARLES ELIHU SLOCUM LIBRARY for our use.

I thank you also in behalf of the coming generations to enjoy your beneficence.

I cannot better express our appreciation of the gift than in the language which Henry Ward Beecher to Wolsey's benefactions to Oxford University:

"As I stood beneath the arches of Christ Church College I was reminded of the mortality of earthly influence when rightly embodied. Wolsey's desires have gone through generations performing the noblest services. They have been undying, undecaying. Nay, time that wastes mountains has built up to learning and renewed their strength in every generation. They are a surer hope of good for the future, than when in the freshness of the gift, not an unworthy ambition to desire such a posthumous influence, have been fully mentioned through hundreds of years amidst scenes of learning who are deriving their very life from your benefactions."

The students who are here today, and those who follow in their footsteps, will carry around the globe the blessing of your noble gift.

REV. JOHN F. HURST, D. D., LL. D.

Bishop in the Methodist Episcopal Church, read the following on the

**MEMORABILIA OF AMERICAN LIBRARIES FROM
THE COLONIAL PERIOD.**

The American people have always been distinguished by their taste and a special fondness for books. When he gave his library and a little money for the founding college, he did a most typical thing and prophetic. His faith in books and their great value which has been an incentive toward establishing our American institutions as has been the money which has been given by his hands. Books form a part of the early gifts of Yale. Were it possible to see how far the gift of books has aided the development of that and all our leading educational institutions.

would be seen that the subtle force of such gifts is beyond all calculation. It is most interesting to observe as one reads our colonial history, not only the taste for books which our colonists brought over with them, but also the early attention which they gave to building up libraries, and indeed, toward writing books themselves. Our first colonists were industrious authors. The first translation of a classical book in this country was made by Sandys, who was one of the original colonists of the James River settlement. Sandys wrote an English version of the *Metamorphoses* of Ovid, and thus

began the long list of classical works translated into English, which are a part of the triumphs of American authorship.



REV. JOHN F. HURST, D. D., LL. D.

There were a number of authors connected with the Plymouth Colony and with that immortal ship's company which came over with the *Mayflower*. A number of those people were themselves already authors, and as to how many new books were planned during their tempestuous voyage, who will dare to speculate! They brought over with them Ainsworth's *Psalms*, which had been printed in Holland and which was the

first singing book used by the Pilgrim fathers.

When John Alden visited Priscilla with the grave and serious message from Captain Miles Standish, he found her with Ainsworth's *Psalms*, as Longfellow paints that early sentimental scene amid the rigors of that first winter of the colonists on the American continent.

The Press an Early Force in America.

It is true that the printing of books on the American continent began long before the Puritan period. Cortez entered Mexico just one century earlier than the *Mayflower* landed at Cape Cod. He must have

taken over with him the printing press, for very early find books appearing in Mexico, and that a printing dustriously used by the religious orders which enlisted labor in that country. Very early the printed; confessions of faith were translated into and other indigenous dialects, and were industriously among the people. The first dictionary published was by Molina, whose Aztec dictionary appeared in 1543.

This, however, was all a Spanish development of that faith which has made Spain and Cuba and the Philippine Islands what they are today.

James River and Plymouth.

The two great colonial bodies were the Virginia colonies,—the former settling on the James River the latter arriving at Cape Cod in 1620. These are the colonial deposits on the western continent, and gave birth to a whole duplex civilization which has ever since distinguished the colonial and national history of our people. As to culture, both the Puritan of New England and the Catholic possessed it. Their association in Europe had been noted.

There was, however, a fundamental difference between the Puritan and the Church of England man. The Puritan revolted against the mass of theology which he saw all the Church Fathers, excepting always the great Augustine, possess of a special charm. The Patristic theology, the immense commentaries, the exegetical treatises in ponderous folio, the social works between the Church of England and the Puritan were to him so much "jerked meat," good enough for a man across a desert, but very unsavory when Geneva, Heidelberg, Westminster, and Glasgow, could be drawn upon for juicy supplies. The Churchman of Virginia could not read many of the works which England had produced before the Reformation. But the Puritan was uncomfortable amid the mediaeval theology. He craved the ozone of the high Calvinism. It was to him at once his best exhilaration and his best discipline. Calvin, with all his marvelously productive power,

little to satisfy the real descendant of the pilgrim, or to meet his new world of American wants. Therefore, the Puritan saw that many new books must be written, and, finding none so competent as himself, went industriously to the task. In Virginia, Smith, Sandys, Bacon and others were authors, but authorship in Virginia was not favored by the authorities, so far as colonial issues were concerned. There was no printing press in that colony prior to 1681; and even after a printing press had been set up, the printer was summoned before Lord Culpepper, and required to enter into bonds "not to print anything hereafter, until his Majesty's pleasure shall be known"—which meant the remainder of his Majesty's natural life. In 1863, when Lord Effingham came out as Governor of Virginia, he received from the ministry instructions "to allow no person to use a printing press on any occasion whatsoever." From that time until 1729 not a printing press was set up in Virginia. It was during this very period that the Mathers and other Puritans of New England were making the presses of Boston and Cambridge groan beneath the ceaseless burden of their copy. Sermons and other publications were printed in many of the young New England towns, and even the presses of London were called upon to aid in giving to the public the rapidly multiplying works of New England authors.

The Growth of Libraries in the 18th Century.

The first public library formed in the American colonies which has preserved a continuous existence was the Redwood Library of Newport, Rhode Island, founded in 1730. Then came other important libraries in various parts of the colonies, according to the following order: Philadelphia Library, 1731; Wingaw Indigo Society (Georgetown, S. C.), 1741; Loganian Library (Philadelphia), 1745; Charleston Library Society, 1748; Providence Library, 1753; New York Society Library, 1754; Union Library Co. (Hatborough, Pa.), 1755; Social Library (Salem, Mass.), 1760; Social Library, (Leominster, Mass.), 1763; Portland Library (Maine), 1765; Chester Library Co. (Chester, Pa.), 1769; Juliana Library (Lancaster, Pa.), 1770; Social Library (Hingham, Mass.), 1773.

The College libraries, however, intended, of course, for the students and the personnel of the faculty, were important factors for the literary development of the whole country. I may mention a few of these, according to dates: Harvard College Library was estab-

lished in 1638; William and Mary College Library, in 1700; College Library, in 1700; Friends Library, in 1742; Princeton of New Jersey, in 1755; Columbia College Library, in 1757; University of Pennsylvania, [1750]; Brown University (Rhode Island), [1764].

It will thus be seen that not only were public libraries to take form throughout the colonies, but had been even prior to a number of College libraries which were considered as essential to the establishment and development of a college as any part of a College course.

In 1700 a public library was founded in New York which continued its precarious existence under the name of City Library until 1854, when it was changed into a subscription library, the New York Society Library.

The Philadelphia Library owes its origin to Benjamin Franklin, who, with a few associates, in 1731 formed a debating society, the Junto, which later became the American Philosophical Society, and was also the means of the establishment of the Philadelphia Library. *

Thomas Bray and His Parochial Libraries.

The systematic and successful attempt, the only one made in the colonies, to found Parochial Libraries, was the work of Rev. Thomas Bray, Commissary of the Bishop of London. A man of a phenomenon of zeal, foresight, and abounding charity. Born at Warminster, in Wiltshire, in 1656, he early devoted himself to the clerical profession, and soon wielded a forcible pen. He developed literary tastes, and attracted the attention of Compton, then Bishop of London, to himself, both by his authorship and pastoral labors. The spiritual wants of the Virginia colony had long excited the sympathy of the Church of England. There was yet no bishop in America, and the Church at home was divided on the question, whether the Virginia colony should have its ecclesiastical guidance from England or by a bishop in person. In 1709 a plan was half formed, to send out a bishop, but to send out Dean Swift,—of all men in England the oddest selection! But the whole idea of supporting a colonial Church with bishops lost sympathy and failed. In 1709 the Bishop of London appointed Bray as Commissary, or deputy,

*See *The Autobiography of Benjamin Franklin*, wherein is described the beginning of the library movement in Philadelphia. —ED.

power, for the province of Maryland. Bray was the founder of the Society for the Promotion of Christian Knowledge. The organization had for its object the diffusion of knowledge in both Britain and the colonies. But it soon became clear that it was necessary to enlarge its work in America, and to do this required the entire work of the society. Bray accordingly set to work to establish a new society, for this sole purpose. In the third year of the existence of the Society for the Promotion of Christian Knowledge, the labors of Bray resulted in the formation of a Society for the Propagation of the Gospel in Foreign Parts. In these efforts he was aided by Archbishop Tenison. The new society held its first meeting in Lambeth Palace in 1701. The objects were: First, provision for learned and orthodox ministers; and second, such other provisions as might be necessary for the people.

Bray set himself to work with great energy, first of all, to supply the province of Maryland with clergymen from England, and then to supply them with books. Indeed, when Bray was offered the position of Commissary of Maryland, he made it a condition that he should be supported in his efforts to found Parochial Libraries in the colonies. He remained four years in England before going to Maryland, during which time he wrought indefatigably for the sending out of clergymen to the colonists, and for supplying them with books.

When Bray went to Maryland, and came in personal contact with the clergy, he found his views of the necessity of supplying them with books strongly confirmed. Some of the parishes were sparsely settled, and very poor. Many of them were thirty miles square, and others as much as fifty miles square. Bray divided the ten counties into thirty-one parishes. The principal objects which he laid down were: That it was necessary to supply the parishes with books, because of the poverty of the clergy; because more clergymen would be willing to go to America, if books were supplied them; because of the contempt in which the clergy in America were held; and because of the intrusion of "heresy" by the slipping in of Quakers, Presbyterians, Baptists, and other so-called heretics. He held that one hundred pounds sterling, laid out in a Library, would induce "learned and sober ministers to go out to the Plantations," and that fifty pounds' worth of books was the least to enable ministers to discharge the duties of their functions.

Bray's labors resulted in the establishment of the Libraries throughout Maryland and other colonies. Maryland and some of the West India Islands were benefited. The area covered by his work for the establishment of libraries extended from Newfoundland as far south as Georgia. To some parishes over 1,000 volumes were donated, in one case, that of St. Anne's Parish, Annapolis, 1095 others only a few volumes were donated. Not only did he give a large portion of his time to his work, but he gave more than any other contributor. The books were of two classes, for the use of the clergy, and such as only the clergy would read, or were able to read. The rest of them were for the people.

THE REVOLUTIONARY PERIOD.

The founders of the Republic were men who loved books,—whose lives were largely influenced by the study of books in Europe, and many of whose writings and speeches have become a strong element into the political literature of the country. What debt do we owe to the literary culture of Thomas Jefferson! How simple and clear and yet how finely phrased is his Declaration of Independence! What depth of philosophic foresight and insight are still to be seen in the maxims of "Poor Richard" and the state papers of the inimitable Franklin!

Washington and His Books.

No real estimate of Washington's character can be formed without understanding his habits of reading and thought. He was not a student, not of the ordinary kind which is the result of parental care and purpose, but of the extraordinary kind which arises from the full belief in one's mission in life and the determination of becoming fit for it by the study at the wisest sources. His education in schools was most primitive and scanty. He was taught by teachers—Hobby and Williams—and from these he learned the mere elements of an English education,—grammar, history, geography, and a little surveying. That was the best that the schools, so-called, did for this wonderful man. He was, however, a surveyor of the part of Virginia in which he was employed to survey the vast estate of Lord Fairfax. This circumstance brought him into relation with a high

Fairfax had been a writer, well known in England before he came to this country. Owing to his being a rejected suitor for the hand of a lady he resolved to come to the American Colonies for a change of scene and a permanent residence.

Fairfax was greatly pleased with the young surveyor, George Washington. He had himself been one of the recognized literary leaders of his time, was the friend of Addison and one of the writers of the "Spectator." He had a most excellent library, and we can imagine with what skill and eagerness Washington, in the moments of his leisure, read the titles of the Fairfax books, and made such use of them as time and leisure permitted. He became an inmate of the Fairfax family. These were the days, indeed, when his literary habits were formed, and forever afterwards Washington's love of books was an absorbing passion. None knew until Washington had died the full horizon of his reading and of his close study.

The appraisers found 863 volumes in Washington's library—a large library for his day—besides a large number of pamphlets, magazines, and other fugitive material; but many had been loaned out, and thus were scattered. It is likely that the real number was 1500 volumes. We can well suppose that in view of his habit of writing a summary of a book as he read it, he gave away many a volume after having read it and made his brief. He had a clear knowledge of the books he ought to read, and, later, of those he ought to possess. The south wing of the Mount Vernon home was built for his library. Some of his books seem to have been concealed behind the wainscoting in specially disguised places, probably with a view to prevent special works from being lost, mislaid, borrowed, or in any way alienated. If you wish to know a man, look at his books. We can learn of Washington in no other way, as to the fullness of his information, his knowledge of all times, and his mastery of the human character. If any suppose that Washington's military character was gained solely by experience in his military campaigns, let him look at the list of his library. He will there find that the chief military writers and the historians of great campaigns entered largely into the number of his books. He had maps, for essential purposes, of all countries, the estimates of military campaigns, the careers of great Generals, books on military weapons, the construction of forts, and everything, in fact, relating to military and

and naval life. He came by his masterful leadership of men on fields of battle, therefore, not alone by his genius, but by a careful study and estimate of his predecessors and their campaigns in all past ages.

How will you account for his style in writing? He studied the best sources; his library contained the masters of all English literature and the best specimens of the English thought. These works were selected with the greatest care and with a knowledge of the particular service they would do. His well known opposition to slavery can be explained by the numerous works of Granville Sharp and other early leaders in the great reform.

No portion of Washington's library is more characteristic of the man than the works treating Religion and Theology. He had a large number of books of sermons, and separate treatises on different parts of the Scriptures, and on the Bible as a whole. He had books on Common Prayer; the Trials of the Seven Bishops; Muir's Discourses; Sterne's Sermons; Barnaby's Sermons, and many other books of the same devotional trend. Then, too, there was the universality and breadth of his theological works. Perhaps, of all the early books produced by Methodist writers, not one was more characteristic or intensely denominational than John Fletcher's Checks to Antinomianism. Fletcher was the most intense opponent to the doctrine of election in the whole literature of British and American Methodism. Yet that book was found in Washington's library at his death; while in the same library were the works of John Calvin. Many works he had also representative of the Church of England, such as Burnet's Exposition of the Thirty-nine Articles; Bishop Wilson's Works, and Combes's Discourses upon Common Prayer. It would be a most interesting study to go over those two volumes of Washington's correspondence to Congress, and to mark the presence of his reading, and to trace his cautious statements of opinion back to his books. He seems never to have written without some subtle, and often unstated, utilizing of the written opinion of his predecessors in the founding of great nations. Byron's description of a shipwreck on the Mediterranean is one of the most inspiring pieces of poetry of modern times. It seems as one reads it and is carried away by it, that all the incidents of a great shipwreck which he relates are just such as would happen in the case of a single shipwreck, but it is

found that his description was produced by the reading of at least twenty-six different books, and that, while there is no plagiarism in a single line, the incidents related are gathered from many authors and are now traced to their sources with critical care. Perhaps the time will come when it will be seen how many sources Washington must have employed in producing his Farewell Address. It is not at all unlikely that, could some careful hand trace this Farewell Address to all its sources, it would be found that not less than fifty writers had been consulted and had furnished their wisdom. Washington, however, was no borrower of other men's thought, but he never considered himself above or beyond the privilege of making just use of the wisdom of other times. There is scarcely a line in that wonderful address of his, which, for wisdom, symmetry and far sightedness, does not prove how wise Washington was in making use of the wisdom of others.

It will be impossible to describe Washington's sacrifices when far away from his books, but there are certain hints in his correspondence concerning his difficulty in getting to the camp the books which he needed. From Newburgh, at the close of the war, he sent down to Col. Smith at New York, for the following books:

Charles XII of Sweden; Louis XV-2 Vols.; History of the Life and Reign of the Czar, Peter the Great; Campaigns of Marshal Turenne; Locke on the Human Understanding; Robertson's History of America-2 Vols.; Robertson's History of Charles V.; Voltaire's Letters; Life of Gustavus Adolphus; Sully's Memoirs; Goldsmith's Natural History; Mildman on Trees; (Vertot's Revolution of Rome-3 Vols.; Vertot's Revolution in Portugal-3 Vols. If they are in estimation.)

Washington complains here and there of the difficulty of getting books while he was far away from home. No doubt he took with him from Mount Vernon a good supply when the war began, but this must have been soon exhausted. He never grew tired of new books; he was a large book buyer, even to the last days of his life, and some of the most valuable acquisitions that he made to his library were on the peaceful arts, husbandry, bridge-making, forestry, and everything that belonged to the details of a great estate. Washington was an easy, graceful writer,—clear, strong, with no waste of a word. He kept his journals of his campaigns, and, even when unknown on his

first expedition westward, he wrote a minute journal of his across the mountains. Those pure and sweet words of Civility, &c., were begun in March, 1747-48.

THE NATIONAL PERIOD.

In 1800 the Congress appropriated the modest sum of \$5000 "for the purchase of such books as may be necessary for the use of Congress at the said city of Washington." This was the beginning of our national collection of books. But the progress has not been smooth. Two fires have done their deadly work. The first was the wanton burning of the entire collection by the British army in 1814, and the second was by an accidental fire in 1837, which nearly two-thirds of the whole collection then numbered volumes, was consumed. However, there have been compensations. The library of Thomas Jefferson, who was a wise and judicious collector when rare books could be had in foreign capitals, was purchased in 1815; in 1865 the Force Historical Library was acquired; in 1867 the Smithsonian Library was absorbed. The collection of Washingtoniana was presented by its founder, the late Dr. Toner of Washington. Then the Copyright Law, twenty-five years ago, requiring two copies of every book and pamphlet to be deposited in the Congressional Library, has added an immense number of volumes. As the Library has today an aggregate of 740,000 in the entire collection, the space already awaiting books will accommodate 1,800,000 more. If all available space is made use of, 4,500,000 books can be accommodated and in excellent order.

The name "Library of Congress" is no more in place than a library of Congress at all. Each house has its own library. All the great departments of the government. Neither the Library the proper term. The best name is The Library of the United States, being stronger, more individual, more comprehensive, incorporating the name of the government whose it is.

Some lines in which our national collection needs special provisions are these: 1. American books published prior to the enactment of the copyright law enacted in 1870. 2. Pamphlets published prolifically, but usually without copyright. 3. A large collection of representative periodicals, dailies, weeklies, monthlies, and less frequent publications, bound well for preservation.

books, especially classics, works in philology, and the literary treasures of the Orient.

One of the most notable of the great needs of The Library of the United States is in the department of incunabulæ, or books printed during the fifteenth century—the period when printing was invented. Few indeed are the treasures which illustrate the triumphs of the presses of Gutenberg, Fust, Schœffer, Caxton Wynkyn de Worde, and even Pynson, Zell, and Zainer. The Astor Library possesses such works as Caxton's *Polichronicon*, while the Lenox can boast of Gutenberg's *Catholicon* and many another priceless gem of the first generation of printers. But few indeed are the incunabulæ which our great library at Washington claims.

For magnificent issues of the earliest presses there is many a private library in the United States which far excels that at the Capitol. The cry at Washington has been for political books. This, naturally, is the first want, and always has been; but we hope the day is near by when those who are charged with looking after the general needs of our national collection of books will have the liberty of using generous sums to secure for this new land and its multiplying specialists in typography large accessions to the earliest examples of the art. The very sight of an open copy of one of Peter Schoeffer's matchless books would be ample payment for many a weary mile to Washington.

Public, School, and Private Libraries.

In the United States from 1775 to 1800, 20 public libraries were established; from 1800 to 1825, 179 libraries were established; from 1825 to 1850, 551 libraries were established; from 1850 to 1875, 2240 were established.

An Ohio State convention of friends of education, at which Governor Robert Lucas presided, was held in Columbus, Ohio, in January, 1836. One of its recommendations was that authority be granted for the formation of school libraries.

In 1876 The Ohio Wesleyan University had 10400 volumes in its library, which number has since grown to handsome proportions.

I congratulate this University on the large share which it has in the Centennial of Methodism in Ohio, celebrated in this Auditorium this week. I regard the sermon of Dr. Bashford as a just and worthy recognition of the place which Methodism holds in the de-

velopment of the State, and in the educational forces which
out from this center to all parts of the world. The serr
Bashford, which I have read with great pleasure and de
ought to be in every Methodist hand, not only in Ohio,
where else.

Beginning as adjuncts of the District Schools in Ne
1838, through the efforts of Governor DeWitt Clinton,
later in Massachusetts, through the labors of Horace Man
lic libraries have now become a prominent feature in all
and even the territories of the Union.

The Public Library of Boston, founded in 1848, and no
ing 600,000 volumes, is the greatest of our public lib
ported through municipal taxation.

The cities of Brooklyn, Chicago, Detroit and Cincinn
in the van, each having a magnificent free public library.

Libraries founded by individual bequests have becom
spicuous as an encouragement to scholarship and culture
these may be mentioned the Astor and the Lenox at New
happily united together and with a third on the Tilden
the Newberry and John Crerar Libraries of Chicago; t
Institute and Enoch Pratt Free Library at Baltimore.

In 1892 the public libraries in the United States, cont
volumes and upward, numbered 3804, with a total of about
volumes. The number of private libraries in the Unite
1893 containing 1000 or upward was 609. The number o
these collections is increasing at about the rate of ten pe
nually.

The last half century and particularly the last twent
have been marked in this country as the era of public
great increase having been made, both in their number
volumes which they contain, over any preceding period in
of this, or in fact of any country.

THE USE OF BOOKS.

Books are and should be under many circumstances, a
refuge, and in some instances, almost a substitute for
friends.

In the main, one's reading should be to supplement a
the department of one's chosen career, and the best a

should be sought as constant and familiar advisors. Read books that make you think.

Historical works have a wonderful broadening and fortifying effect. History has been called Philosophy teaching by example. It furnishes a clear light both to choose the right and to avoid the wrong path.

Biography should enter largely into a library and into one's course of reading, for the inspiring and wholesome influences of strong personalities. Character and genius have their best setting in the highest types of men and women—the individual leaders of the race.

Voyages and travels, especially where the regions visited were hitherto unknown, should have constant and careful attention. Thus is supplied the scene and environment of the world's progress through human struggle and achievement.

Poetry deserves an ample place. A chastened imagination, true to man's best instincts and aspirations, will find large joy and profit in the creations of the choice spirits of every age.

Lowell has well described the wealth contained in the world of books and awaiting the avidity of the delving student.

It must be said that the one book, the dearest of all to the Anglo-Saxon mind, has entered into our American history with a force that none of us can forget. The first bible published in America was published as long ago as 1665. It was John Eliot's translation of the English bible into the Indian tongue. The types were sent over from England and it was printed by John Eliot's Christian Indians at Natick, the present Roxbury, a suburb of Boston. The next bible published in this country was in 1743, translated into the German language and printed by Christopher Sauer in Germantown, a part of the Philadelphia of today. Another edition of this rare German bible was published in 1765, and a third edition in 1776. This last book came out just in time to be of other use than reading, at the Battle of Germantown. Its unbound sheets were used for Washington's horses to lie upon and served as wadding for his guns. A similar case of the patriotic use of sacred literature for wadding is found in the case of Caldwell, pastor of the Presbyterian church of Springfield, N. J. The British troops were marching up from Elizabeth. Caldwell was unquestionably foreordained for that occasion.

He took charge of the troops at Springfield, rushed i church, gathered the hymn books in his arm, threw tl the church yard, and in the enthusiasm of the hour s Watts into 'em, boys! Give 'em Watts!" *

The first English bible printed in this country w lished in 1784 at Philadelphia, by Robert Aitken. It is little book and stands as a proof of the remarkable fact lish bible was printed in this country until after the In man bibles had appeared. How closely the bible stands of the Anglo-Saxon-people! The last time I visited W there stood in one of the conspicuous places, a case with mounted and thrown open. That book had its bath of the noble Christian, General Gordon was killed up the was found, the book which had given him his last and : fort, his companion by day and by night. That book back from Africa and the scene of Gordon's death, and his sister. She welcomed it with all the intensity of a and that it might become a treasure of the nation, she the hands of the Queen, and the Queen of Great Britain all visitors to Old Windsor Castle the privilege of seeing volume.

*Bret Harte has told the story well in verse entitled, "Caldwell of Springfield," t vocation of the previous killing of Caldwell's wife by the enemy.—Ed.



DESCRIPTION OF THE CHARLES ELIHU SLOCUM LIBRARY BUILDING.

The site chosen for this Library building is called the center of the Main Campus of twenty-five acres. A permanent open reservation of seventy-five feet intervenes between it, to the north, and University Hall which is one of the largest and best appointed of university buildings. The Library occupies the highest point of the undulating grounds and faces west toward the principal street of the City of Delaware, Ohio.

The building is composed of a Main structure and a Wing, the former being 128 feet long by 67 feet wide in front part and 63 feet in rear, and three stories high above ground. The wing extends southward 50 feet, with a minimum width of 43 feet and widened in the center by a rectangular Bay on each side 4x20 feet, thus making the Wing 51 feet wide in this part. The floor plans are the result of studies by Doctors Slocum and Barker and some suggestions re-

ceived from practical librarians. Sidney R. Badgley of Ohio, is the architect; and Rev. John M. Barker, of Dela



REV. JOHN M. BARKER, PH. D.

tracted for the man-
employed workmen, et

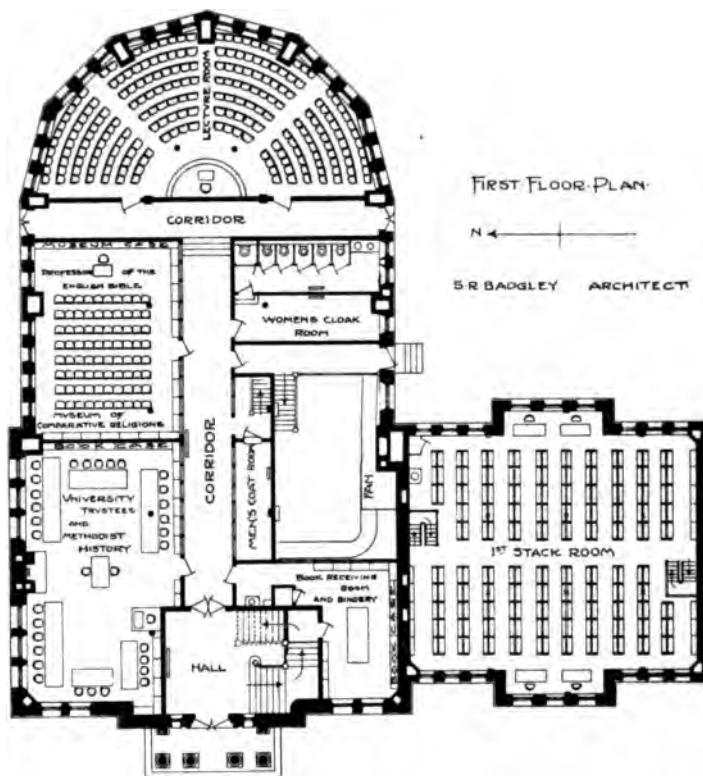
The style of archi-
is something of a
ment of Greek. The
extends 117 feet and
into four lines, in a
the entrance Porch
vided into some what
fronts, the general
of the Wing, in a
and bay, comporting
Main Building, except
the Wing has no entrance

The construction is
tirely fireproof throughout.
The material of the
entirely around the
is of buff limestone

tint, taken from the choicest quarry at Bedford, Indiana. The
face is mainly rock-faced ashlar,—the first story of the A
tion department having one inch flat-tooled margin ar
stone. Dressed stone form the columns, cornices, pedi
friezes, and bands of dressed stone extend around the en
ture. Courses of small, hard-burned, hollow brick form
surface of the walls, and all parts are well bound togeth
jections of the stone, and with metal ties. The floors are
supported by iron columns and steel beams with arches
terra cotta such as used in the largest modern buildings.
are of heavy, hard-burned tiles made at Zanesville, Ohio, s
this building. These tiles are wired directly to structural
adapted for their support. The valleys, gutters and cond
copper. The partition walls are all constructed of hollow
similar tiles are placed in contact under the lowest floors of
Building and Wing, thus, in addition to two thorough system
age, insuring freedom from ground dampness. Under the

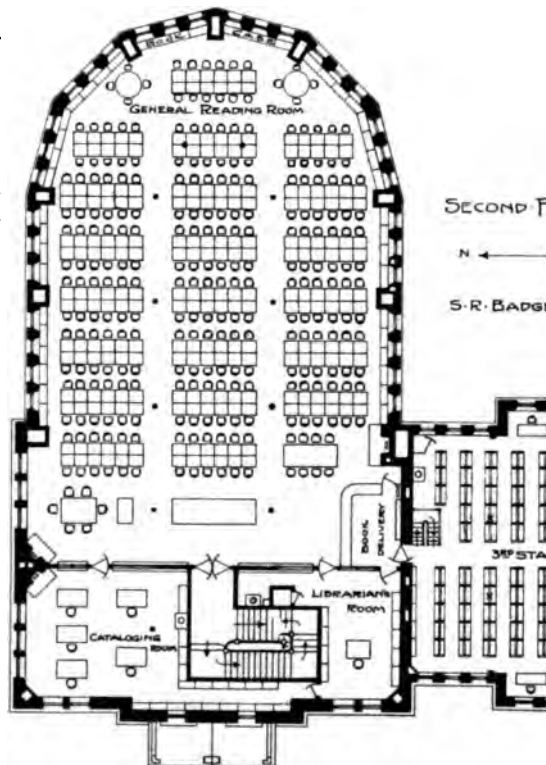
of Wing these tiles open at the north and south into air ducts which extend entirely along the end walls and connect at three corners with perpendicular air-flues which open into each story of the Wing, for warming in winter and ventilation in summer if desired. The ceiling of all rooms is composed of tiles—and lath, metal or other, was not used about the building. The inner surface of walls throughout the structure is heavily coated with hard plaster, sand-finished excepting in Wing where white finish is employed. The walls throughout the Main Building are tinted and appropriately decorated.

The Main Entrance is at the front by three upward steps and through a Greek Porch, which is supported by four staunch round Doric columns, and two square ones partly set into the wall. Two heavy oak doors guard the entrance, while a grilled window on each side surmounted each by a lamp, and beautiful transom glass, combine to light the Hall which is paved and wainscoted with Zanesville ceramic mosaic tiles, vitreous annealed, in pleasing Greek designs. The wainscoting extends to the upper story along the right of the iron stairs which also bear Greek designs. The main newel post sustains an appropriate electric lamp. Passing across this Entrance Hall and through another pair of doors, one enters the Central Corridor which is lighted in part by a row of glass in the walls. At a distance of 62 feet this corridor intersects the Transverse Corridor at a level of four stone steps below. On the right of the Central Corridor are the Book-receiving Room and Bindery, the Men's



Hat and Coat Room, and the Women's Cloak and Toilet Room. On the left is a room 26x45 feet in size, well lighted, which may be used for the display of portraits, illustrations, and books relating to the history of the Methodist Episcopal Church and, also, as a place of meeting for the University Trustees. Adjoining is a room for the Professor of the English Bible, and it also contains cases for Hebrew idols and paraphernalia received from foreign mission fields; also distinctive religious literature, and incunabulæ. The rear end of the building, east of the Transverse Corridor, is occupied as a Picture Room, the floor of which is several feet lower than that of the other rooms of the first story, thus increasing the height of the building,—the grade of the ground declining toward the rear of the building contributing to this desirable feature.

The General Reading Room occupies the principal part of the second story. It is about 100 feet long, 60 and 63 feet wide, 16 feet high around the sides and 32 feet in the center. A prominent feature of this room is the method of lighting. It has thirty-five large windows distributed around three sides, a glass partition on the fourth side, and a skylight over the center 20x69 feet in size. Comparatively good light is thus afforded during the darkest days, without shadow; and it can readily be subdued from unpleasant brightness on sunny days. The sills of all but three of these windows are eight feet above the floor, and wall accommodation is thus afforded to a line of book cases along the sides and rear end of the room sufficient for 10000 or more volumes. Reference books, and a well assorted





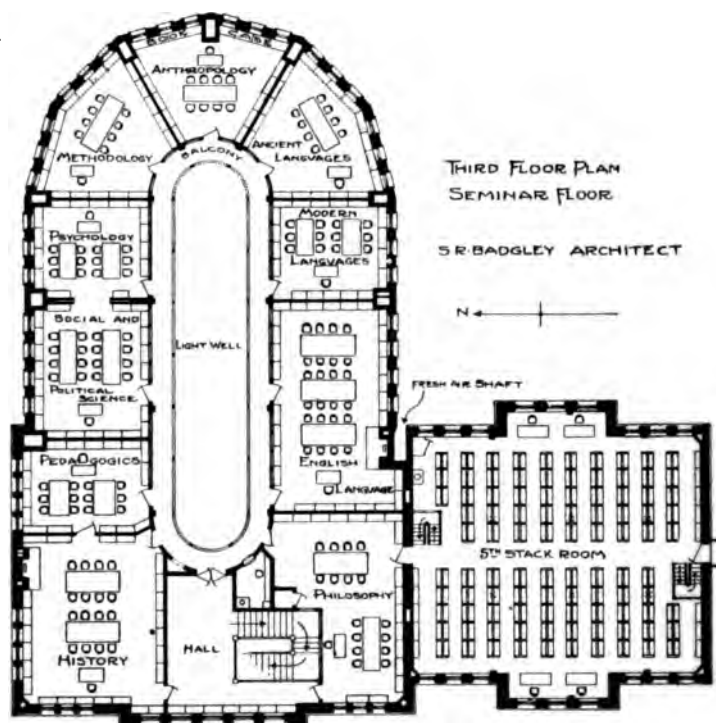
THE GENERAL READING ROOM, LOOKING EAST.



THE GENERAL READING ROOM, LOOKING WEST.

library for all but special students, can thus constantly be of free access. The lighting for evenings is wholly by electricity. The building is fully wired for this purpose, including the floor of this room, but the lamps, ten to each full table, were not placed on the tables before the photographs herewith reproduced were taken. The aisles are laid with heavy rubber matting, and the feet of the chairs have rubber tips. About three hundred readers can be conveniently accommodated in this room at one time. Space is reserved over the mantel near the Book-delivery Counter for a tablet commemorative of Doctor Slocum, the donor. The partition in front separates the General Reading Room from the Cataloguing Room and, also, embraces several lines of trays, which contain the cards composing the Catalogue of Books, so arranged that they can be drawn into either room at will. This partition also contains glass above the catalogue trays. The Cataloguing Room is well lighted, and communicates by a passage-way along the front wall with the Librarian's Room, which is contiguous to the Assistants' Counter for the delivery of books from the adjoining Stack or book-storage. The Librarian's Room is separated from the General Reading Room by a partition containing glass so arranged underneath as to be readily fitted with additional catalogue trays. This room is at the Administrative center; it is connected with the Book Receiving Room below and the rooms above and around by speaking tubes, call bells, a chute and an elevator for books.

The third story is devoted exclusively to Seminar rooms or rooms for original inquiry, for research, and for instruction in the methods for this





THIRD FLOOR BALCONY AND SUBSKYLIGHT, LOOKING EAST.

work. These rooms are intended for post-graduate students, particularly those engaged in advance work, and each of them contains a working library adapted to the special study conducted in this room. These Seminar rooms are approached from the Interior Balcony around the Light Well between the Sub-skylight and the General Reading Room below. This Balcony is continuous and is protected by a copper-bronze balustrade of pleasing pattern. The partition between the rooms and the Light Well has a line of glass which serves the double purpose of lighting the inner sides of the rooms, and placing them under the observation of an assistant whose desk is situated at the entrance to the Balcony, to be convenient for ready call. The Sub-skylight glass is beautifully tinted, and being protected from the direct rays of the sun by the prepared roof glass there are no color reflections below. The border is arched continuously around sides and ends, and its sections contain eighteen large portraits as follows: Of Paul, Luther and Wesley, representing reformers; Cæsar, Washington and Lincoln, statesmen; Dante, Shakespeare, Mrs. Browning, Lowell, Bancroft, Scott, and Victor Hugo, literature; Moses, law; Angelo, art; Demosthenes, oratory; Beethoven, music; and Aristotle, Philosophy.

The building in its entirety represents the different systems of the modern library. The Seminar rooms embody the alcove and the departmental systems; and the Wing is fitted exclusively for the stack system.

The Wing embraces five stories, four of which are between seven and eight feet in the clear, and the upper one has a higher ceiling. The principal entrance to the Wing or Book-stack is to the middle aisle of the third (middle) story from behind the Delivery Counter in the General Reading Room. The stories are connected by iron stairs at both ends, and vary only in the first having no window at the south end, the third containing a Muniment Vault at the south end for valuable MSS., archives, etc., and places for maps at the north end; and the fifth story having a higher ceiling and a door into the third story of the Main Building for possible need. There is no entrance directly from outside of building to the Stack Wing, but there is a glass door in each story, excepting the first, which doors open from the south end of the central aisle to balconies, for use in dusting books. Provision is made for a book lift in the northeast cor-

ner, throughout the stories, if needed to supplement the principal lift from the Receiving Room. The floors of the Stack are composed of steel beams well supported independent of the walls, and fire-proof arches, covered with cement like those of the Main Building. Several electric lamps are placed in each aisle. With the thorough system of ventilation of the Stack rooms,—each one mostly independent of the



THIRD STACK ROOM. MIDDLE AISLE, LOOKING SOUTH.

others—the maximum amount of dryness is attained with the minimum amount of dust and fire-risk. The book cases are wood,—oak supports to soft wood shelves, each shelf being independent of its mate.

The book capacity of the building has been estimated at from 200,000 to 300,000 volumes; and the surroundings are such that the Stack rooms can be readily extended.

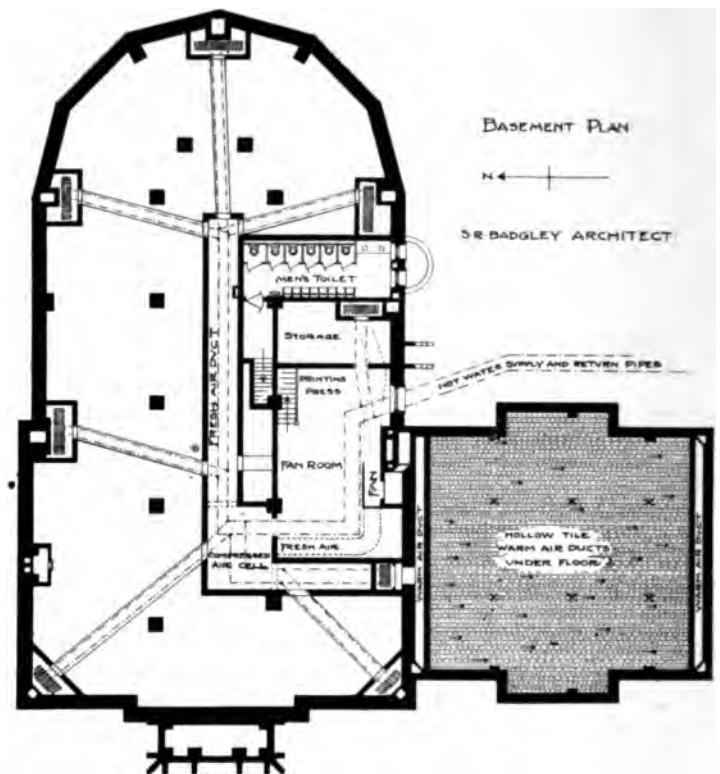
Washbowls, with well guarded pipes, are convenient in each story of the building.

Much attention was given to ventilation and warming methods. The fresh air intake is 34 feet above the ground. A 100-inch fan, 12 feet below ground, compresses the air into a cell 13x12x8 feet in size from which radiate air ducts to different cells along the basement

walls where extensive coils of pipe warm the air in its passage to the rooms throughout the building. The heating is by means of hot water under pump pressure, supplied by an electric light and power house 900 feet distant. Direct radiators are used only in the toilet rooms, in the lower halls and behind the Delivery Counter in the General Reading Room. All other rooms above the basement are warmed by distant radiators. The warm air enters the rooms mid-way between floor and ceiling. The regular ventilators are near the floor, with special ones about the Sub-skylight

for use if necessary. Large Star Ventilators open through the roof. The desire is to have a large volume of warm (not super-heated) air entering rooms at the varying velocity required. The capacity of fan and ducts is equal to the changing of the air throughout the building every few minutes. One large fire-place on the first floor, three on the second, and two on the third floor, contribute to this effect. It was not necessary during the cold winter of 1898-99 to run the fan constantly, the warming and ventilation being sufficient without its use excepting some of the coldest days. During the milder weather the Main Building was too warm without modifying the action of the pumps and the registers.

The unwise employment and undue retention, by local influences, of incompetent men, serious errors in the computation of strains, and carelessness in details, making reconstruction of certain important parts of the building necessary, and some elaborations about the building, increased the expenditures for the structure to nearly



double the amount first represented to the donor as necessary, and the sum was the largest single gift the University had received.

The surroundings of this Library building being such as to require of great extension, the suggestion was early made to the building committee, by a veteran librarian, that the structure be given a broad ground plan, and not erected so high. This suggestion was given for consideration, and was not accepted for the reasons that elevation brings quiet and better light to the rooms; and the stairs, also, if used frequently, bring health through exercise, even to most frail persons.

Immediately following the dedication the Trustees of the University elected Trumbull G. Duvall, Ph. D., Librarian. They also chose John M. Barker, Ph. D., and Richard T. Stevenson, Ph. D., to serve with the Librarian as an Executive Library Committee for the selection of books, and to advance the best interests of the Library generally.

The books were removed to the new building soon after its dedication, during the summer vacation (1898), and the Library was open for use September 26th, 1898.



PROSPECTIVE VIEW OF THE MAIN CAMPUS. LOOKING SOUTH-EAST.

SKETCH OF THE OHIO WESLEYAN UNIVERSITY, DELAWARE, OHIO.*

The want of a Methodist institution for higher education was early felt in the State of Ohio; and as early as 1821 the Ohio Conference, in connection with the Kentucky Conference, had established at Augusta, Kentucky, the older State, the first Methodist institution in the world vested with collegiate functions. For many years this was the only college of the Church, and it educated many who became distinguished men. But Augusta was an obscure village, quite inaccessible; and especially was it on the wrong side of the Ohio River to suit the growing antislavery sentiment of the people of Ohio.

The establishment of a college in Ohio to be under the Methodist management was discussed for several years, but the desire did not assume practical form until the "White Sulphur Spring Property" which had been conducted as a sanitarium in Delaware, the geographic center of Ohio, was offered for sale and Rev. Adam Poe, pastor of the M. E. Church there, suggested in the summer of 1841 that it be purchased for this purpose. The decision to purchase this property was made by a joint committee from the two Conferences (Ohio and North Ohio) then embracing the western two-thirds of the

*Much of this sketch was taken from *Fifty Years of History of The Ohio Wesleyan University, 1844-1894*, by Prof. William G. Williams, A. M., LL. D., from the University year books, and from writings of the executive officers.

State. The committee consisted of Revs. J. Poe, Edward Thomson, James Brewster and from the North Ohio Conference, and Revs. Finley, Charles Elliott, Edmund W. Schon and from the Ohio Conference. This property, acres of land with the Mansion House and formerly cost \$25,000.00, was bought November committee for \$10,000.00; and the payment ended only after eight years, following great

Captain James D. Cobb, a graduate of the my at West Point and ex-army officer, and his engaged to take charge of a preparatory school they to receive the tuition fees for their service the school year Captain Cobb resigned and resigned account of poor health.

A special charter, under the old State College University powers, was granted by the Legislature. Rev. Solomon Howard was chosen Principal of department which opened its doors November same conditions as those accorded his predecessor. posed the enrollment at first, but the number increased to 130 during the year, and was still

The College of Liberal Arts was advertised November 13th, 1844. Rev. Edward Thomson but gave little of his time and presence to the years. His salary was fixed at \$800 per full year \$600 each, and the other teachers at \$400 and employed, "but it was many years before even were paid as they became due." "The opening of the surroundings were not comfortable, and encouraging." Three teachers and twenty-nine students. From these students all the college classes organized, exclusively of males. The student of the year two juniors, two sophomores, for ninety-two in the Preparatory and other courses. Williams, A. M., LL. D., the present head Professor and Literature, was a teacher this first year, and with the Institution from that time to the present.

leave of absence and without any extended interruption by sickness.

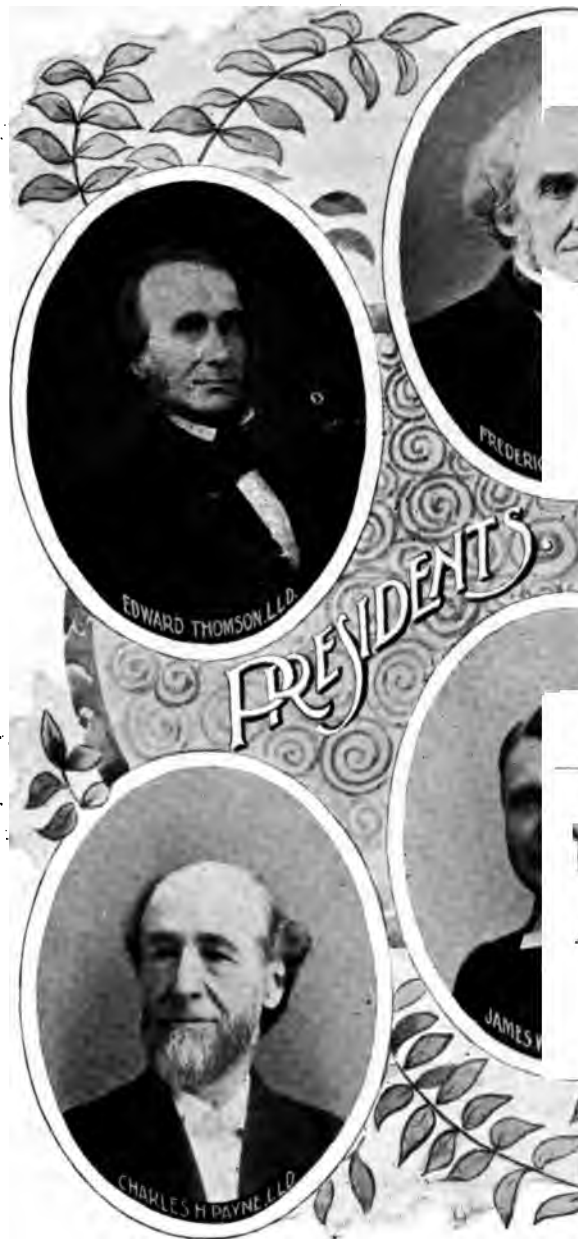
The first graduating exercises occurred in 1846 when one student received the degree of A. B. Two were graduated in the class of 1847, nine in the class of 1848, and the classes have been continuous and of largely increasing numbers since that date, excepting a year or two during the War of the Rebellion when the students were in the Union army.

The course of instruction led only to the degree of A. B. until the year 1868, when the scientific courses were amplified for the degree of S. B. The full classical course has continued to be the preference of the majority of the graduates. The scientific course, however, has latterly been conducted so fully on the laboratory system that many students, through the incentives and attractions of this system, have been led to complete the course who, under former conditions, would not have completed any course. The increasing interest in science is also being felt in the increase of students in this department; and the students in the classical course, also, have felt, and been profited by, this scientific stimulus.

The College, as first organized, being exclusively for men The Ohio Wesleyan Female College was chartered April 1st, 1853, and was also located in Delaware. This college was largely attended and had a list of 411 graduates August 11th, 1877, when it was formally united with The Ohio Wesleyan University; since which time this Institution has been distinctively co-educational.

At first the University corporate powers were vested in a board of twenty-one Trustees from different parts of the State, all of whom were prominent in State or Church. Of these Trustees, though the charter did not so prescribe, fourteen were laymen and seven were ministers; and this ratio of ministers and laymen has been maintained to the present time in filling vacancies. The number of Trustees has been raised to thirty-one by increase in number of patronizing conferences, six being elected now each year to serve for five years, one each from the Central Ohio, Cincinnati, North Ohio and Ohio Conferences, the West Virginia Conference, and the Association of Alumni formed in 1849. The President of the University is *ex-officio* member of the Board, which is now composed of one State Governor, one State ex-Governor and ex-Secretary of the U. S. Treasury, one U. S. Senator, two physicians, two bankers, five law-

yers three of whom are judges or ex-judges, nine business men of large affairs.



There have been four Presidents. Rev. Ed D., D. D., was elected in 1844, and served with m

success until 1860, when he was called by the General Conference of the Methodist Episcopal Church to edit the *Christian Advocate* in New York City. Later (1864-70), he was chosen and served as Bishop. "His lectures, whether written or extemporized, were models of sacred eloquence, worthy of any audience for their depth, beauty, and fervor." His successor was Rev. Frederick Merrick, M. D., D. D., who was elected in 1860 and served until 1873, when he resigned on account of failing health. "His interest in young people and his sympathy with them in their work were unbounded. As a teacher, his enthusiasm and devotion knew no limit. As a man of affairs, he possessed rare foresight, wisdom, and efficiency." The third President was Charles Henry Payne, D. D., LL. D., who was elected in 1876, the three previous years having been successfully administered by the senior Professor, Lorenzo D. McCabe, A. M., D. D. Dr. Payne's administration began in the gloomiest days of financial depression, but the growth of the University under his direction was rapid and great. Every department was enlarged and invigorated; new and advanced methods were introduced; the number of students doubled, and the assets increased nearly \$500,000. He was a strict disciplinarian. A vigorous thinker, an accomplished writer and speaker, his influence was felt with telling effect in the University and State. He resigned in 1888 to accept the office of Corresponding Secretary of the Church Board of Education to which he was elected by the General Conference. Rev. James Whitford Bashford, Ph. D., D. D., was chosen the fourth President in 1889, and he is still serving with success. "His genial personal qualities, and his remarkable ability and versatility in the classroom, and the religious culture of the students, give him a strong hold on the University."

The grounds of the University are picturesque and well situated. They have been added to from time to time until they now consist of a Main Campus of twenty-five acres on which the principal buildings are located, a campus of ten acres containing the Women's Dormitories and the Music Department, an adjoining tract containing the Art Department, separate ground for the President's residence, and an intervening tract containing the Astronomical Observatory and other teaching quarters,—in all amounting to about fifty acres. The University has, as yet, no dormitories for men.

For some years all the teaching was done in one building, the

"Mansion House," a building of Colonial style and good proportions that was formerly used as a sanitarium to utilize the sulphur water which has been springing naturally from the near by from time immemorial. This building, which is honored use, also contained the nucleus of the library which twelve or fifteen years consisted of but a few hundred books, of an indifferent character for college work. In 1856 a third and-basement brick building was completed, the second and stories being fitted on the balcony and alcove system for book building continued in library use until the completion of the C. ELIHU SLOCUM LIBRARY building in 1898. Buildings have increased until they now number thirteen exclusive of those of the Department. University Hall, which was completed in 1893 among the largest and most complete of college edifices. massive stone structure, 160 feet long, 150 feet deep, and four high." It is a composite structure, containing in addition executive offices and its many other and varied rooms, the University Auditorium, or Gray Chapel, which can accommodate audience numbering 3000 people. It is supplied with one largest and best pipe organs, and is a favorite place for concert high order of merit by local, State and distant organizations.

The museum collections have attained important numerical character but, owing to the predominance of classical and literary courses and inadequate quarters, they have not had that full use in the past that is now being made of them. The removal of books from the former Library building gives room for the appropriate and convenient display of these important collections.

It is sought to keep the courses of study fully abreast equal in requirements to, that of the leading colleges and universities, and the graduates have taken high rank in the different universities where they have pursued postgraduate studies, and communities where they have lived and entered upon their lives. A large number of students have matriculated and continued more years who, from various causes, could not remain to complete the course. Last year 1271 students were enrolled as coming from thirty-seven States and fifteen foreign countries. More than 1000 students have here received course and partial instruction, and former over 3,000 have been granted bachelor degrees, in